

Basic Course Information

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| Semester | Fall 2018 | Instructor's Name | Nicole Rodiles |
| Course Title & # | Human Sexuality Psy. 146 | Instructor's Email | nicole.rodiles@imperial.edu |
| CRN # | 10990 | Webpage (optional) | |
| Room | 404 | Office (PT Faculty:809) | 807E |
| Class Dates | 8/13/18 - 12/8/2018 | Office Hours (n/a for PT Faculty) | Mon: 11-12:00pm Wed: 11-12:00pm |
| Class Days | T | Office Phone # (PT may use dept. number) | 760/355 - 6142 |
| Class Times | 1:00am - 4:10am | Who students should contact if emergency or other absence | Cell Phone: 760/791-4915 |
| Units | | | |

Course Description

Required language: This course examines human sexuality from three perspectives--the biological, the psychological, and the social--and is applicable to students of all majors. The biological topics include sexual anatomy, the sexual response cycle, sexual behaviors, sexual dysfunctions, pregnancy, birth control, and prenatal development. The psychological topics include attraction, communication, intimacy, and love. The social topics include gender, the law, morality, sexual education, and ethical issues.

Student Learning Outcomes

- Required language:**
1. Given examples of experimental and/or correlational human sexuality research, students will be able to identify flaws in research designs, evaluate research conclusions, and identify independent and dependent variables.
 2. Identify important characteristics of scientific-based research, and distinguish between pseudoscience and scientific-based human sexuality research.
 3. Given a behavior and its context, evaluate the biological, social, and cultural effects on behavior.

Course Objectives

Required language: Upon satisfactory completion of the course, students will be able to:

- 1). Compare and contrast traditions in human sexuality from historical and comparative cultures' perspectives
- 2). Compare and contrast the different research methods in human sexuality research
- 3). Identify the parts of the male and female sexual anatomy
- 4). Identify the major events of the sexual response cycle for males and females
- 5). Examine how hormones influence sexual differentiation and development
- 6). Relate prenatal development to the stages of pregnancy

- 7). Assess the effectiveness of various birth control methods
- 8). Examine the transmission, symptoms, diagnosis, and treatment of the most common sexually transmitted diseases
- 9). Identify some of the major factors involved in interpersonal attraction
- 10). Differentiate between types of sexual dysfunction and their treatments
- 11). Examine problems in defining normal, abnormal, and deviant sexual behaviors
- 12). Relate the process of sexual development and the associated psychological challenges
- 13). Relate the issue of sexual orientation to etiology, diversity of lifestyle, gender roles, and social stereotypes
- 14). Examine the influence of age, sex, sex roles, race, ethnicity, social class, and culture on sexual behaviors and perspectives
- 15). Examine the social attitudes and myths associated with rape and rape culture
- 16). Examine the incidence of sexually explicit social messages, advertisement, and prostitution.

Textbooks & Other Resources or Links

Required Information—discretionary language

- Crooks, R. & Baur, K. (2014). *Our Sexuality (12th ed.)*, Cengage. ISBN: 9781133943419
- APA.org: Quick Links – APA Style

Course Requirements and Instructional Methods

Required Information—discretionary language

Students are expected to comply with the following classroom norms:

- **Participation.** You will be expected to demonstrate an understanding of the assigned reading by actively participating in class discussions.
- **Group Work/Class Discussions.** You will be asked to break up into small groups and discuss class material. I will provide critical thinking questions to the group and your group will have to present a “unified” point of view on the topic to the rest of the class. Once your group has provided their opinion on the topic, other groups may then challenge, debate, or support your thoughts. Group Work is 20 points.
- **Critical Thinking Thought Papers.** There will be three (3) thought papers due at various times during the semester. These are essays of 1-2 pages, which will be based on class material. Thought papers should address the following: A provocative or interesting topic in relation to Human Sexuality from the text, class discussion, or your own life. You can also find a peer reviewed journal article on the topic and analyze the current research findings from your point of view. I do not want a review of the article that you read. I want your opinion on the research being conducted. The main focus of thought papers is for you to learn to think critically about psychological topics and research. Papers are to be double spaced, a size 12 font, and 1 inch margins. Each thought paper is worth up to 25 points. **Late thought papers will not be accepted.**
- **Research Assignments.** You will be provided with and/or asked to conduct a literature search for various research articles that align with a chapter out of your textbook. You will be provided with a critical thinking model (SEE-I) and critical thinking questions in which to analyze and evaluate the article. Questions are to be answered in the following format: double-spaced, size 12 font, and 1 inch margins. Each research assignment will be worth up to 40 points. **Late research assignments will be accepted up to one class period of the due date.**
- **Research Paper.** You will be required to conduct a literature search for three (3) peer reviewed journal articles on a topic of your choice (with instructor approval). You will then analyze the research conducted and

produce a literature review in the correct APA format. Your literature review should be 1-2 pages. APA style and procedures for literature review will be discussed in class. The research paper is worth 50 points. **Late research papers will result in a loss of 10 points each day after the due date.**

- **Critical Thinking Homework Assignments.** There will be approximately 10 homework assignments asking you to think critically about various topics in our textbook. Some of the homework will pertain to your personal opinion and some of the homework will ask you to apply a concept discussed in class to a real world and/or life situation. Each assignment will be worth 20 points. **Late homework assignments will be accepted up to one class period after the due date.**
- **Exams.** Four (4) exams will be given. Exams could consist of multiple choice, fill in the blank, short answer and essay questions from the class material. No make-up exams will be given unless you have called me **PRIOR** to the exam and let me know you will not be able to take the exam. If you contact me prior to the exam, you will have one week to make-up the exam. Each exam will be worth 100 points. **Please bring a #2 pencil and a scantron to each examination.**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

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|-------------|-----------------------------|-------------|----------|
| 90-100% = A | Exams | 4@ 100 pts. | 400 pts. |
| 80-89% = B | Group Work/Class Discussion | 8@ 20 pts. | 160 pts. |
| 70-79% = C | Thought Papers | 3@ 25 pts. | 75 pts. |
| 60-69% = D | Research Assignments | 4@ 40 pts. | 160 pts. |
| 0-59% = F | Research Paper | 1@ 50 pts. | 100 pts. |
| | Participation | | 25 pts. |

TOTAL: 920 pts.

Attendance

Required language

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

Required Information --Discretionary language

This is where an instructor explains his/her policy on these matters. Here is some suggested language:

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. **Consider:** specifics for your class/program
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette •

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online. • Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Required Language

- **Plagiarism** is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

Additional Help – Discretionary Section and Language

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

CANVAS LMS:Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day.

Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

Imperial Valley College Course Syllabus

Learning Services: There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

Library Services: There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Required Language: Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

Student Counseling and Health Services

Required Language: Students have counseling and health services available, provided by the pre-paid Student Health Fee.

• **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.

• **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

• Veteran’s Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Rights and Responsibilities

Required Language: Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population. Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash and need assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
 - Students experiencing homelessness
 - Formerly incarcerated students
- To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355- 5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Information Literacy

Required Language: Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>



Tentative Class Schedule / Calendar

Required Information –Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the reading, assignments, tests, or other activity for the duration of the course. The faculty may find a table format useful for this purpose.

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|---------------------|---|------------------------|
| 8/13-17 | Syllabus & Introduction Chapter 1 - Perspectives on Sexuality | |
| 8/20-8/24 | Chapter 2 - Sex Research: Methods & Problems Information Literacy & APA Style | |
| 8/27-8/31 | Chapter 3 - Female Sexual Anatomy & Physiology | |
| 9/3 | Labor Day - Enjoy! | |
| 9/4-9/7 | Chapter 4 - Male Sexual Anatomy & Physiology | |
| Week 5 9/10-14 | Exam 1 : Chapters 1-4 Thought Paper 1 Due Chapter 5 - Gender Issues | |
| Week 6 9/17-21 | Chapter 6 - Sexual Arousal & Response | |
| Week 7 9/24-28 | Chapter 7 - Love & Communication in Intimate Relationships | |
| Week 8 10/1-5 | Chapter 8 - Sexual Behaviors Exam 2: Chapters 5-8 | |
| Week 9 10/8-12 | Chapter 9 - Sexual Orientation | |
| Week 10 10/15-19 | Chapter 10 - Contraception | |

Imperial Valley College Course Syllabus – Course Title and number

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| Week 11 10/22-26 | Chapter 11 - Conceiving Children | |
| Week 12 10/29-11/2 | Chapter 14 - Sexual Difficulties Exam 3: Chapters 9,10,11 &14 | |
| Week 13 11/5-9 | Chapter 15 - Sexually Transmitted Diseases | |
| Week 14 11/12-16 | Chapter 16 - Atypical Sexual Behavior | |
| Week 15 11/19-21 | Chapter 17 - Sexual Coercion | |
| Week 16 11/26-30 | Chapter 18 - Sex for Sale | |
| Week 17 12/3-7 | Final: Chapters 15-18 Thought Paper 3 | |
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